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The New Iphigenia.

The modern Iphigenia lived, after the humbler fashion of the modern world, in a story and a half house, close to the highway and her father did not wear priestly fillets, nor sacrifice huge bulls to Jupiter or Neptune, or stately stags to Apollo. Ten to one if he had ever heard of either. He drove his patient oxen more or less patiently about his fields, attached to a hard-holding plow, and turned up the stony ground and prepared the soil for the crops in due season. This he did year after year, and expected to do it always. But he was not a dull man; he read the papers, and knew what was going on in the world at the present day, if he was totally ignorant of the remote past. He knew that there was a great stir made about the higher education of girls, that they were going to be taught just the same as boys; and he felt sure that his Lucy was smart enough to come out side by side with the minister's son, George. He himself never had had a chance; or perhaps he might have been something, but Lucy should have her chance; she was bright enough.

She looked it. There is a type of New England girl, unobtrusive enough at the first glance, but which fairly sparkles and scintillates with the purest and the brightest intelligence if you come to look at it closer. To this type Lucy belonged. She had the clear, pale skin, the blue eyes full of light, catching your thought before you had half uttered it, and reflecting it so that you could see it; the tall, fragile figure, a little too narrow at the chest, and slightly wanting in grace of movement, yet well suited to her intelligent face and clear, gentle voice.

"Lucy was made to be a scholar," her father always said. She was continually bringing home testimonials to that fact in the shape of primers and small prize books, presented by her affectionate teachers in token of her remarkable proficiency in the elementary branches. The minister's son, George, never got ahead of her in anything until the day he began to study Latin at home with his father. That day was indeed a sad one to Lucy; it might not inaptly be termed the first cause of all her woes. Had she kept pace with George so far, to be distanced by him now? No—a thousand times no.

Her father was just as eager as she was. He wanted to see what his Lucy could do. He went to the river next day with apples and potatoes. Next week would have done just as well for the market; but he could not rest until he had bought for Lucy a first book in Latin just like George's.

Lucy never forgot the touch of that new book as she took it in her hands—the new shop smell of the leaves, as she opened it, was more grateful to her than the odor of the sweetest flower. She had got the key of the future into her slender hands. How little she knew what that key was to open for her!

From two winters of Latin and algebra at the district school, the transition was short to the academy, and what seemed at first to

Lucy a new world of opportunities and advantages. Two years of this life flew by, swiftly and rejoicingly. Lucy's willing powers were taxed to the uttermost, and promptly responded to all she asked of them. Then she began to look beyond. There was talk of a regular course of study, of graduation at the end of three years. Lucy pondered long upon ways and means. She could not stop; she must go on. Yet she knew the pinching life at home, the unending round of hard and scantily rewarded labor. Not to help herself would she add one iota to the heavy burdens there. She would teach during the winters; perhaps, if classes were so arranged that she could make up for absence by extra hours of study, she would take a fall school in addition.

Her mother remonstrated. She knew it was too much for Lucy. The child would not hold out to trudge through the snow and stand hour after hour and day after day in one of those cold, miserable school houses.

"Oh yes, I can," said Lucy: "the young men at our school support themselves in that way. They can't get ahead of us in the classes; do you think we will let them outdo us anywhere else?"

Of course Lucy carried the day. How could they refuse her when her heart was set upon it, when she had already accomplished so much, and they were so proud of her?

"Lucy was set in her way," said her father.

"She came honestly by it," said her mother, with an accent half of pride, half of vexation.

"Lucy is some like her father. She don't like to give up a thing after she once begins it." This was very near being the first of virtues in the mind of the speaker, and he attributed it to himself with a kind of grim modesty not untouched by half-conscious humor.

So it was settled, with no more discussion. Lucy taught and studied with renewed zeal. She was doing something; she was doing a great deal; she was doing as much as any young man in her class.

"See if we can't," said Say Wing, breathlessly, and scolding grammar, in the hurry of packing off for the long vacation. "I'd like to see any of those boys get ahead of us—wouldn't we, Lu?"

Lucy said nothing, but there was just as much resolution in her gentle face as in Say's furor of exultation and defiance.

Lucy and George often met in their home visits; at first shy and shy at each meeting, yet looking forward more and more eagerly to the next. A nameless something which restrained the speech and made them slow and awkward, yet fastened upon the memory of each every look and word of the other. Then they began to take courage, to find, on the common ground of books and studies, how thoroughly they understood each other after all, and then to know at last that neither had a thought or feeling unshared by the other.

How or when they first gained the assur-

ance that both their lives were to have one end and aim, they hardly thought of asking. The change of friendship into love was so gradual, the growth of the ideal so slow, through the hard and prosaic surroundings of their homely, pale and colorless lives, that they were never startled by any thing new or strange, but led along insensibly. They walked and talked and botanized just the same as ever.

Lucy was fond of flowers: she loved to gather and carry them tenderly, yet in truth with less actual pleasure than George had in seeing them in her hand or brightening and relieving her dusky brown hair. Thus adorned and fitly framed in a sheltering nook of firs and pines on the rocky hill-side, the evergreen branches brushing the mossy rock on which she stood, the ledge sloping to the cool spring beneath, the spring wind blowing upon her head and bringing fresh light to her eyes—thus she realized his ideal of a home divinity.

Before the blue-gray of this afternoon sky had darkened and brightened into sunset, there had been a word never before spoken, a look never before ventured, which fixed the day, the picture, apart from all others. They came into the fire lighted kitchen that night with a new shyness, yet with a "sober certainty of waking bliss" unknown before.

Now it was, "We will study this together some day," or "You must not forget to learn this, because you are to teach it to me." Each new achievement was worth a double price now.

This would have been enough to spur Lucy to new efforts, but a stronger stimulus was added on her return to school. The course of study was settled. Even for Lucy's class it seemed to require three years more. But there was talk, by dint of extra hours, and heavier tasks, of completing it in two. If Lucy's class could do this by substituting German for Greek, and some other less important changes, they might graduate by themselves, actually the "first class," unblemished by any mixture of new students, and save the expense of one year.

"To graduate, to graduate next year!" The whisper ran round from room to room, and for the moment aching heads and weary eyes were forgotten.

"If I can hold out one year more!" said one, pressing her hand closely upon her side to repress the pain which always came there now at any sudden movement.

"If I can make enough by teaching this winter," said another, "so as to get through without letting father borrow money to help me! I've seen enough of debt."

"Don't teach another winter in one of those wretched cold school houses," remonstrated a third. "Lucy did it last year, and you see where she is now, though we can't make her realize it herself."

Thus Lucy went on learning, receiving with unabated eagerness, unconscious that she did not do it with unabated strength,

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Williamsburgh Business College.

H. A. CARPENTER, PRINCIPAL.

CORNER OF BROADWAY AND FOURTH ST.,
BROOKLYN, E. D.

A complete education preserves and increases a pupil's bodily health; gives him command of his muscle and his mind; increases quickness of perception through the senses; forms habits of prompt and accurate judgment; leads to depth and delicacy of feeling, and makes him steadfast in life's duties.

In the education of the young there should be two objects kept constantly in view, viz: the increase of knowledge and the increase of skill. Every pupil should be made an object of thought and an object of action.

These principles seem to have been carefully studied, and they apparently actuate the Principal in the management of this school, and control him in his plans and processes.

The Location and Buildings.

The school is located at the corner of Broadway and Fourth street, in Brooklyn, E. D., and occupies the entire third story of Kings County Savings Bank building, a view of which is seen above.

The main school room is fifty five feet long and forty feet wide, and the ceiling is twenty feet high, splendidly lighted.

The furniture is indicative of the object of the school. On one side are rows of double desks; on the other, counters are erected, which are intended to afford facilities for familiarizing the pupils with the routine of banking business, of mercantile and exchange business, and of the numerous branches carried on at commercial centres.

Adjoining this room are conveniently arranged and well-furnished recitation-rooms, and the office of the college.

The main school-room is furnished, for the accommodation of night sessions, with two large chandeliers, eight burners each, and eight double gas-brackets on the walls of the room, giving the room an ornamental appearance in the day and a splendid light during the evening. In the street, in front of the

building, is a beautiful fountain projecting towards heaven a number of jets of cooling water, purifying the air and rendering the prospect more attractive.

The Design of the School

Is to prepare students for the business pursuits of life. The plan and methods of the Principal are eminently calculated to carry out this design.

Among these methods we notice one preeminently practical. A Banking-house is organized, with its directors and other officers, and students are taught to draw drafts, give checks, make deposits and negotiate business transactions according to established usages. They are also required to compile sets of books from various transactions to which they become parties.

We examined with great interest and satisfaction the books and papers of the students and the drawers in which they were deposited. Every thing was in order; the papers were properly folded and filed, and the arrangement so systematic that any paper called for was immediately produced without loss of time or protracted search. Such a training will make a most valuable clerk and a successful business man.

A fine illustration of the value of this kind of training is furnished by the proprietor of the Southern Hotel, which was destroyed by fire a few years since. The day after the fire a bill was presented to the proprietor which had been previously paid. The proprietor supposed the receipt, with other valuable papers, had been consumed with the building. He called the attention of his cashier to it, hoping his memory would be of service; The clerk, who had been a pupil of Mr. Carpenter the present Principal of Williamsburgh Business College, replied promptly, "I have the receipt, sir, filed away with other papers at my room." The proprietor asked him to look it up at his earliest opportunity. The clerk replied, "I can produce it in ten minutes." He started for his room and in five minutes returned with the receipt. He then told the proprietor how and by whom he was taught his business habits. "Why, sir," said he, "we were taught never to allow a man to leave the office until we had folded and filed his receipt; and if the building itself was on fire we were taught to fold and file our papers and then, taking our papers with us, escape." Those lessons saved the proprietor's papers and receipts.

Course of Study.

Like all well-organized commercial colleges Bookkeeping is made the foundation work, while collateral to it, thorough instruction is given in Penmanship, Commercial Arithmetic, Commercial Law, Correspondence, Business forms and papers.

To meet the wishes of the large and constantly growing patronage of the school, the Principal, some years since, organized Preparatory and Academic Departments. This arrangement enables him to combine the practical with the aesthetic, and thus train pupils to become desirable members of society.

The Academic Department

embraces a four years' course of study in the following order:

FIRST YEAR.	THIRD YEAR.
Reading, 5th Reader.	Geometry, completed.
Spelling & Definitions.	Algebra, Bourdon.
Arithmetic, practical.	Rhetoric.
Phys. Geog'y & Hist'y.	Natural Philosophy.
Grammar, Etymology and Syntax.	Penmanship.
SECOND YEAR.	FOURTH YEAR.
Reading, 5th Reader.	Geometry, completed.
Spelling & Definitions.	Trigonometry and Surveying.
Arithmetic, higher.	English Literature.
Physiology.	Chemistry & Geology.
Grammar, completed.	Mensuration.
Algebra, elementary.	Penmanship.
Penmanship.	

The Preparatory Department

embraces also a four years' course of study

as follows:

FIRST YEAR.	THIRD YEAR.
Reading, 1st Reader.	Reading, 3d Reader.
Spelling.	Spelling.
Arithmetic.	Arithmetic.
Geography.	Geography.
History.	History.
Writing.	Writing.
SECOND YEAR.	FOURTH YEAR.
Reading, 2d Reader.	Reading, 4th Reader.
Spelling.	Spelling.
Arithmetic.	Arithmetic.
Geography.	Geography.
Writing.	Grammar, etymology.
	History—Writing.

Accomplishments.

A day spent at the Williamsburgh Business College has suggested some thoughts which may be of service to young men and young women preparing to enter upon the active duties of life.

A generous, warm heart will often do more for the world than a cold, wise head.

The present age is quite too much characterized by the love of pleasure and the love of show, while the love of truth is often thrown in the back ground.

Fashionable education may well be defined as the cultivation of the art of pleasing. This is frequently the end for which so much labor is bestowed.

The truth is, each period of life requires special gifts and graces.

Every young man or young woman has it in his or her power to clothe the mind and heart with true, genuine accomplishments. Nature provides every healthy mind with an abundance of good qualities. Nature, however, simply plants the germ. The tree is the result of growth. The germ of intellect is matured by personal efforts.

It is a high accomplishment to be able to fascinate the multitude by the power of eloquence, to thrill the soul by the magic touch of the keys of the piano, or charm the ear by moving the fingers over the strings of the harp, but it is a higher accomplishment to be able to fight manfully the battle of life in the midst of the discouragements and misfortunes to which life is subject.

To be clothed with such accomplishments mental culture must be eminently practical as well as ornamental. Such accomplishments we may safely say, the Williamsburgh Business College provides for its pupils.

Key to Success.

There are various kinds of keys, some of them are good for something, and some are good for nothing. All of them have a stem and a claw, and sometimes two or three claws. To be of service they must fit the lock. The stem of the key of which we are about to speak may be denominated determination. One claw is perseverance, another is thoroughness, and a third is discretion. With such a key well tempered, a young man will be able to open the lock of success.

No young man can afford to spend his life as a "Micawber," ever fancying that "something" will one day "turn up" for his own good. Let him make up his mind that if he fails in life's warfare it will be due to his own inaction, or his own indiscretion; and if he succeeds it will be due to his own efforts.

"It is not in our stars,
But in ourselves that we are underlings."

We are aware that history often seems to establish the truth, that circumstances make or mar men, but it is the business of the young to bend circumstances to their use.

Two men sometimes seem to adopt the same means in pursuit of the same object. One succeeds and the other fails. A careful observation, however, will show that the application of the means in one case differed widely from the application in the other. We know "the race is not always to the swift," but we believe it is due generally to the fact that the swiftness has the wrong direction. It is not enough to do the right thing, but it must

be done in the right way. The key may exactly fit the lock, but to move the bolt it must be turned the right way. Wendell Phillips uttered a truth, when he asserted that "Common sense plays the game with the cards it has." Common sense never sits down hoping that more successful numbers will float to hand on the next breeze. A man may study Theory all his life and never be able to play a successful game of Chess. He must sit at the board, accustom his own hand to move the pawns in solid phalanx, make raids with the knights, guard the front and the rear with the cool headed bishops, learn how to repel by the terror of his queen, as well as draw by her attractions, and allow a "check" only when he has a fair prospect for a "mate." He must put forth the "viva vis animi" of him who.

"Breaks his birth's invidious bar,

And grasps the skirts of happy chance,
And breasts the blows of circumstance,
And grapples with his evil star."

Life's Aim.

In this world a man can generally have whatever he will pay the price for. Let him bring all his energies to bear upon the object aimed at, he will in nine cases out of ten obtain it. But one must possess energies to bring them to bear upon anything. The great art of war, said the Senior Napoleon, lies in bringing all your forces to bear upon one point and then over-power the enemy.

What are life's aims? Money and a pleasant home, books and pictures, freedom from perplexing cares, the society of the cultivated and refined, and the respect of the world are solid advantages. But there is a higher aim and a nobler prize. The "Pearl of great price" is an infinitely higher aim than the jewel that sparkles on the finger, or the diamond that glitters in a royal crown.

Men and women are rendered great not by what they possess but by what they are.

What then is life's great aim? We answer. **ARM TO ACT WELL YOUR PART.** In that lies all the honor. No matter what the field of labor, do it with your might, because it is your duty and your enjoyment, the very necessity of your being, and you will accomplish life's aim.

Motive Power in Practical Life.

That many headed monster the public, like the "dervishes who replenished Aladdin's exchequer" requires, in this age of sensation, "to be forcibly struck before it will part with its silver."

To navigate the sea, we must adapt our bark to the element which fills earth's great basin. To navigate the land our means of locomotion must be entirely different. In the great mart of life each must have his store room, all of which is a mere bill of expense unless he can dispose of his wares. This must be made a specialty; he must sell, exchange, no matter whether the goods are material or immaterial, dry goods or professional advice, they must be made a specialty.

Alexandre of Paris made kid gloves his specialty, until his mark is known over the civilized world. Faber fabricated pencils until he proved the truth of the Latin aphorism, "Quisque suae fortunae faber." Stewart made bales of dry goods the stepping stone to the pinnacle of mercantile opulence. Make a specialty of something. The Williamsburgh Business College is a place where you can get the preparation necessary to make it a success.

The School for the Million.

Much the larger half of mankind must struggle with want and what the world calls the misfortunes of poverty. Few inherit positions, or have parents or friends able "to set them up." They must fight for themselves the battles of life. They must "paddle their own canoe," and MAKE IT TOO.

For this class of persons the Williamsburgh Business College, opens the way to a career of usefulness and profit. It provides

for a practical education, and in its Academic Department it affords the means of a thorough mathematical and scientific education. It is PREEMINENTLY THE SCHOOL FOR THE MILLION. From what we hear of its popularity at and near its home, as well as from our convictions of its genuine worth from a careful personal examination, we are confident every seat will be filled at the opening of the next School year, which we are informed commences, on the 4th September, 1876.

MEERSCHAUM PIPES.

MEERSCHAUM is a hydrous silicate of magnesia, a mineral of soft earthy texture, some what resembling chalk. It is found in Spain and in several countries at the head of the Mediterranean. The town of Konjeh, in Asia Minor, furnishes the principal supplies for the manufacture of pipes and cigar-tubes. It is roughly shaped into blocks for exportation, and freed as far as practicable from the associated minerals which impair its quality by interfering with the carving of its surface. It is made into pipes in various cities of Europe, Pesth and Vienna being especially noted for the manufacture. To produce the yellow and brown colors, which are brought out only after long smoking, the blocks are kept for some time in a mixture of wax and fatty matters. A portion of there is absorbed, and, being subsequently acted on by the heat and the tobacco fumes, assumes various shades of color. Artificial meerschaums, called massa-bowls, are made from the parings of the genuine material, which, being reduced to fine powder, are boiled in water and molded into blocks, sometimes with the addition of clay. They cannot easily be distinguished from the real, but they are generally heavier and freer from blemishes.—Appleton's American Cyclopaedia.

THE MINERAL WEALTH OF BELGIUM.

AFTER England, Belgium yields more fuel than any other country in Europe. There were 155 coal-mines in operation in 1866, covering 218,545 acres, and employing 88,721 persons, and producing in 1869 12,774,662 tons (against 5,820,838 in 1850), of the value of 151,031,574 francs. About two-thirds of the produce is consumed in the country, and the rest exported to France and Holland. The most extensive coal-fields are in the province of Hainaut, which alone in 1866 produced 9,800,000 tons. The production of iron is also large. The best iron is found in the country between the Sambre and Meuse. Lead, manganese, and other minerals, especially zinc, are found in various parts of the country. The most celebrated zinc-mines are between Liege and Aix-la-Chapelle. The country abounds at the same time in building, paving, and lime-stones, roofing-slate, and marble. The black marble of Dinant is renowned for its beauty. The mineral wealth of Belgium is, next to agriculture, the most important source of the national prosperity. The most celebrated mineral springs are at the famous watering-place Spa, near the frontier of Rhenish Prussia.—Appleton's American Cyclopaedia.

Three of the most beneficent systems of modern times, are due the benevolence of English women—the improvement of prison discipline, saving-banks, and banks for lending small sums to the poor.

MRS. SOMERVILLE.

CASTELVECHI's collection of busts, statues, and statuettes, is well worth the attention of drawing teachers. He is a most faithful worker in his art, and procures his models from the best French sculptors. It is a real pleasure to him to make the very best. For Drawing Teachers, this collection is invaluable. Wooden models of the principal forms are easily obtained, but exact copies of fruit, flowers, and leaves, have heretofore only been obtained from Europe.

during the third year of school, which was to count as the second in the prescribed course. But that third year of school life, including one winter school, made fearful inroads upon her stock of health and strength.

That year was a long one, of midnight study, of early morning rising to clear off arrears of lighter exercises, of speeding at stroke of bell from one recitation to another, straining the weary brain to retain what had just been uttered, to prepare for what was coming next; of hurried dinners, book in hand, in fireless, neglected rooms; it was a year of ceaseless headache, frequent coughs, icy hands and feet, burning head and lifeless lungs, failing appetite, and slowly ebbing strength.

When George came to see her he was shocked at the change. To his entreaties that she would leave at once and take care of herself, she gently replied that she would take the best care of herself, but she could not leave.

"Would you have given up without graduating?" was the nearest approach which she would make to discussion. He could not answer that.

But he saw with agony that the frail form which held this firm and constant heart was quickly perishing, and that his treasure would soon be above and beyond him, a bright light, an unerring magnet to lead him, but never to be worn close to his heart through all the years of this work-a-day world.

He went back to his last weeks at college overcome by the shock. His lonely room, which ought, at that season, to have been lighted by his own coming triumph, was shadowed as it by the wing of the angel of death. It was a dull, uninteresting room, up in a dingy college building, but it witnessed the passing of as real a tragedy as ever shone through antique forms—the parting of life and love, the frenzied questioning if loss and death come indeed from the Omnipotent will or from human error, if God indeed be pitiless or man be guilty.

"Only a little while longer," Lucy wrote, "and I think I can do it very well."

She was looking forward now to the day of graduation, thinking, planning her part, already assigned, condensing what had filled her mind—an unconscious epitome of what she had learned, without one original trait, yet evincing wonderful intelligence and industry for a girl of her age.

She never lost a day or a lesson.

"I don't care about any breakfast, Say; but I wish you would hand me my lexicon. I have an idea—about that root."

"Do eat some, Lucy. Don't go to digging up those tangled old roots the first thing in the morning."

Lucy smiled, with a trace of complacency, and, raised upon her elbow, went on turning over the leaves of the big lexicon. But the smile was a very languid one, as if to smile at all were weakness and vexation of spirit.

In the second year of her school life she had looked her best. Fred Hartwell, the dashing beau, had been charmed and might have raised her to the coveted position of school room belle. But Lucy went on with her books. Hartwell turned away to some pretty butterfly who was willing to tear out half the leaves of her text books to curl her hair on them for the sake of catching his eye.

"Lucy has no time for love," said he, half apologetically.

Did George think she had no time for love? He knew that Lucy had loved him—he had looked forward to an almost ideal domestic life, and had hardly admitted a suggestion of failure. But Lucy's letters kept hope alive, and enabled him to go through his own grudging exercises with composure.

Soon came the anxious, but to the strong and hopeful, the cheerful bustle and confusion of rehearsing parts and preparing dresses at Lucy's school. The pretty white muslin, which was to serve as her graduating dress, was given over to be made by other fingers

It was difficult to say, on that lovely commencement-day, so bright, so gay, so sunny, which had worked harder, more faithfully, more conscientiously, teachers or pupils.

Lucy's class were all there, victorious, tried and not found wanting, and especially—dearest triumph of all to that knot of high-spirited girls—carrying off the highest honors, and fairly distancing the young men of the same class.

"We have conquered, Lat, in a fair fight!" whispered Say Wing, as Lucy rose for her part—the highest part. And Lucy's blue eyes shone with a light like that on far-off seas.

No one so tenderly watched or so lovingly applauded as Lucy, though the welcoming applause was thoughtfully hushed because "Lucy could not bear much."

Prof. Markham rubbed his hands in delight as he saw the impression Lucy was making. He was an enthusiastic believer in the ability of woman to do a great deal; went by steam himself and kept all the machinery moving; while the classical teacher, Prof. Morgridge, did the "thorough," and drilled to the last touch of solid, well-crammed perfection. Both surveyed Lucy with unconcealed triumph.

Dr. Hammond, who was one of the trustees looked at her keenly too; then looked down and knitted his shaggy brows thoughtfully.

"Who is that?" he whispered.

"Our best scholar. Few young men of her age will equal her in scholarship. She would make a magnificent teacher."

"Just after your own heart eh?" said the doctor, looking at him curiously, half pitiously, half cruelly. "Of course you don't see how you have been killing her with hard work; or rather she has done it herself, I suppose, without your finding time to know much about it. That's the way. There never is anybody to blame."

The professor looked civilly annoyed.

"She is a girl of very rare endowments," said he, "She will give you the disembodied spirit of a problem or a translation. She seizes a thing at a glance and fixes it forever just as it is, the very soul of that very thing."

"So much the worse for her," growled the old doctor, "when she has no stouter physique than that. You ought to have sent her home a year ago."

"We could not spare Lucy," said the classical professor. "I think it would have broken her heart had she been obliged to leave before graduating; I am not sure but it might have thrown her into a decline. She is very sensitive."

"Broken heart!—decline!" said the doctor, roughly. "That girl is dying."

The professor looked at him startled, as if he thought the old doctor were going mad with his whims and crotchets, and then turned again to the audience, delighted by the applause which Lucy was receiving.

Just then, by one of those coincidences perhaps as common in real life as in novels, Lucy, in the act of resuming her seat, fell back into the arms of her companions, and one of them held a handkerchief to her mouth. She was quickly supported out of the side door the reassuring whisper, "Only fainted—the heat," etc., ran round, and the audience settled back comfortably to see what next.

The old doctor elbowed his way out, and followed the little knot of white dresses and black coats with their blue badges moving with such pathetic slowness through the merry sunshine and shade where they had marched so gayly a few hours before, shaking his head as he went, and muttering: "This comes of the earthen pots trying to swim with iron pots. Earthen? Pshaw! Crystal. No wonder it is shattered!"

The face with which George bent over her would alone have been enough to make the kind old man spend the rest of the day and night beside the bed where Lucy lay in her white muslin spotted with ominous red. It is no use. Lucy was dying, but she did not know it. She had her way. She had satisfied her father's honest pride; she had

done what she hoped to do, and all care for life or death might well rank after that. Her fate was tragic and her story short. She simply died of overwork, just as she reached the shining goal which she had appointed to herself.

"She has been slowly dying a long time," said the doctor to Miss Davenport; "she has nothing left to do but to slip out of life noiselessly."

They did not tell her. She knew what she had won, but no one had the heart to tell her she was losing.

At intervals she spoke a few words, which assured those about her that her mind was faintly busied about its former work.

"Do you remember the day I got my first book in Latin, George, and you taught me to decline *muza*?" said she, all at once, with a sudden flash of recollection in her wandering gaze. "Do you remember?" It was the last. The words died away upon her lips, and he wept aloud as he laid her lifeless head gently back.

As he watched beside her in the darkness the wind of morning was sighing without, with a sound as if it swept through empty space. It seemed to him as if the world had suddenly been emptied of all that made it a living world, and this wind were haunting wild and uncultured coasts.

THE KINDERGARTEN.

My experience and observation have led me to think that there is a great deal of false reasoning about the inculcation of the obedience of little children. To win children to obedience is perfectly legitimate; but coerced obedience is not resolvable into moral character. The only thing to be required of little children, as duty, is kindness and truthfulness; and the latter of these requires much skill in the teaching; for to some children it has to be taught. When children are old enough to understand the rational necessity of rules and arrangements (as in schools of instruction), it is well to require obedience to them; but in the family and the Kindergarten, little children should be subject to no arbitrary commands. It is of the Kindergarten that I now speak especially.

It has been so common to look upon unquestioning obedience as the first duty of childhood, that teachers who have been engaged in the work of education, on other systems than Froebel's, and even those who unconsciously bring the association of ideas between goodness and obedience from their own childhood, find it very difficult to act upon another principle. I once heard a very deep thinker say, that he did not feel that he had any right to impose his will upon his children; that he had too much respect for their individuality to do so, as he might not always judge wisely. He preferred to cultivate the conscience, and leave a great deal of liberty of action. I was then keeping school for little children, and was much struck with the remark, and acted upon it largely. The result of my action was good, and my little pupils became very docile. In twenty-one years of teaching, I never had to give up but one child for lack of power to manage it; and that was a child whose intellect was a little below par. I act upon the same principle in the Kindergarten now; I check wrong impulses. I put it upon the ground of doing right, and not of obedience to me. I do not like to see personal magnetizing exerted. I make no appeal to their feelings for me personally; but dwell upon my duty of making my children think out the matter for themselves. I make the duty of using the "thinkers" God has given them the highest duty; for thought will always guide them right if they use their consciences. I never call them naughty; I only show them they have acted without thought. Especially, I never force them to work; I make the work as enchanting as I can, but if a child says "I am tired," I never go behind it. It may mean, "I do not wish to go on,"

or, "I am disgusted," or, "I am discouraged," &c., but I yield the point, unless I can interest the imagination in some way to continue. Sometimes a difficulty occurs, and I know that the little brain wears very soon of an exertion. If I can help the child surmount the difficulty, he will like to go on; but the over-efforts may have been exhausting, and if I think so, I often ask, "Are you tired?" and if he says "Yes," I say, "Lay it down then and rest, and the next time you will know how to go on easily." I see young teachers, who have not had the fibrile sympathy with their own children's brains that mothers have, enforce their own wishes very much, and often carry their point; but I think it a mistake. It destroys a child's confidence in the teacher.

But I am very strenuous not to let another occupation be substituted for the one that has wearied, but say, "Sit quite still, if you do not wish to work any more, and perhaps you will get rested and like to go on;" and they often take up the work again, because they like to be doing. The contrary course would make children capricious and the victims of desires, than which nothing can be worse for them. The order and routine are beneficial to the mind, even if they only watch it and see others follow it. I have one little pupil, between three and four years of age, who has been in my Kindergarten eight months, but never till within a week has been ready to take part in the work regularly. He has watched others with the greatest intensity of attention, and has done a little weaving, sewing, &c., once in a while. Looking on has been his function in the Kindergarten; and I have let that go on, without any strenuous efforts to make him work. I have been sure that he was gaining social and moral strength and they confirm this from his home. He is very intellectual. I have no doubt he knows a great deal of the poetry he hears recited, for he listens to every word of it; but he never opens his mouth for that or for the songs, although he has his favorites, and chooses one when his turn comes, and smiles and enjoys them all. For a long time he did not even smile, but watched with imperturbable gravity the proceedings and utterances of others.

Within a few days he has begun to take part. Unfortunately all the children exclaimed at the phenomenon. I say unfortunately, because I feared it might check him; but it did not, and now I expect rapid progress. He has never been found fault with upon this point. I have often said, "R— won't know how to do this pretty thing till he is industrious," but nothing more urgent. Within a few days he has said, "Am I industrious?" and I have made the most of my pleasure in answering "Yes, you begin to be industrious." Another very bright child passed three weeks in watching before he would touch an article of play. He then began to work very intelligently. This, and nothing less, is what I call liberty in the Kindergarten. It is compatible with law and order, but passively so; for the general order is not subverted to accommodate him, and he is learning the laws by observation, rather than action, till he has the impulse to take hold. This impulse generally comes very soon, and only flags, I think, from weariness or a little discouragement (by want of success, which is very wearying).—*Kind. Messenger.*

THE SQUIRREL STORY.

After a brief, childlike prayer the kindergarten told a story of a little squirrel whose leg had got broken and which a little boy had caught and taken home for his mother to splinter up, and which became his pet and constant, though free, companion. Macready or Edwin Forrest or Booth or Dickens or Mrs. Stowe could not have told that childish story with better effect. Such utter unconsciousness of the presence of a crowd of strangers around I have never seen—on the part of both teacher and pupils. She positively seemed to "magnetize them," and to become

magnetized in turn herself. I had some writing for the press to do which was pressing me, to be ready for an evening paper, but it was impossible to do it. Every soul, parents, grandparents, teachers, children, strangers, foreigners, natives, all alike were under the spell of that young girl. It was no ordinary, humdrum, monotonous teaching. For three hours she kept them spell-bound. No wonder, at the end of that time, she and the adults all were exhausted by the effort—the intense listening of the audience and equally intense effort on her part. To the children, however it was simply one prolonged play.

No scolding, no apparent restraint, but joy complete. Never before did I so completely realize why Froebel and Miss Peabody and Miss Blow call the kindergarten the paradise of childhood.

There is no use chiding me for this enthusiasm. I appeal to any lady or gentleman who was present, if I exaggerate. The grave and reverend seigniors and doctors of divinity were just as much under the influence of the scene as the children and myself.

Many noticed the way in which the children criticized her—very politely indeed, but still it was honest criticizing, and very politely did she thank the little boy or girl who did it.

Gymnastics.

One part of the exercises impressed me as very important. It was the gymnastics, the various joints and parts of the body being brought into play systematically. The arms, the legs, the wrists, the ankles, the knees, the spine, the different muscles of the chest, all were remembered; not only grace of motion, ease of manner, but the highest notions in regard to health were practiced—unconsciously of course to the child—just as his running, jumping, leaping, develop his muscles and make a man out of the boy at last, but all unconsciously to himself—so here. This erect, graceful walking, standing, sitting—this long breathing through the nostrils and not through the mouth, of what priceless value to this child of a father or mother with a tendency to consumption! This is only one fair instance of the accompanying benefits of the kindergarten.

THE LUNCH.

Who will ever forget that lunch? As every little girl and boy brought out of his neat lunch-basket his napkin and what mamma had put in, a piece of bread—an apple, or a piece of plain cake, for all must be plain and healthful, I could not help wondering whether this was a part of the school, for preparing them for social life, for parties, etc. just as dancing schools are to prepare young persons for the ball-room, or the dance—shall I venture to add for the lascivious waltz as well, and so offend some of our fashionable "society" folks? Well, it is out, as Topsy said, it just whistled itself. In talking with and about children it is better to tell the truth once in a while, just by way of change.

I cannot describe the whole.

THE CHRISTMAS TREE.

The culminating point was when, after the audience had got seated in the lecture room proper, the teachers and children, to the beautiful music, marched in and saw the tree, and, as Byron said of St. Peter's, "Lo the dome—the wondrous dome." This was beyond Miss Morehouse, it was too glorious, too radiant, too beautiful. Even her magnetism failed here, for a time. They got mixed up, lost step. They could not help it, the poor darlings. For was it not their own dear Christ-child tree? Were not these the mats and cards and pictures which they had made themselves, all glorified by the handy-work of those dear, sweet, good teachers? Ah! Mr. Editor, you don't know what you missed that morning in not being there. Oh, yes, you were busy, and it was terribly wet, and all that. What recked these little ones of rain, or slush, or mud, or snow, or wind, or cold! Where else can such a scene be found? Not at home with the ablest child or the most cultured parent; for society and play—

genuine honest play, are essential to his proper development, and he cannot get this at home alone. Is he born to wealth? It is all the more essential to his becoming a man that he rubs against his fellows—that he learns to be polite to others. I have never seen such graceful children. Why is this? It is a part of the unconscious daily drill. That story of the farmer with the sleeping scene at the close was simply inimitable.

Who in that crowd of spectators could have fallen flat on the floor so gracefully and so unconsciously? If I never see any other result of my labor, for this cause I have my reward already—but I shall see more. These little ones have not yet been three months in the kindergarten—next week modelling will gradually be introduced. How can I help pitying those who, from poverty or ignorance, or pride or parsimony, or self-conceit, will not avail themselves of this great boon which has been brought to their doors?—*Pittsburg Commercial.*

PROFESSIONAL LIFE IN NEW YORK.

I recently determined to hunt up —, who graduated with me from college fifteen years ago. He possessed one of the finest minds in the class, took a high rank, was very popular, and gave promise of making a decided success in life. After finishing his collegiate course he studied law and began the practice here in New York. I had lost track of him for many years, and was surprised to find him occupying a dingy little apartment up several flights of stairs, in close proximity to the sky parlor. He gave me a cordial welcome and endeavoring to look cheerful, though it was very plain to see that he felt somewhat uneasy at being found in such an unpretentious office.

We sat down, and in a long talk related to each other the various experiences through which we had gone since leaving our Alma Mater. He had come to New York strong, vigorous, and full of hope and ambition. But, somehow, life had been with him so far he said, one continued persistent struggle for existence. Notwithstanding he had applied himself most diligently to his profession, success had not attended his efforts. There had been times when he did not know where his next dollar was coming from, and even now, after the lapse of so many years, he was earning only barely enough to keep body and soul together. Success in law practice here in New York, for a poor, unknown young man, with no friends, was, he said, generally secured only by compromising one's self-respect and resorting to tricks and devices from which an honest, high-toned person would shrink. Sharp practice had become the rule, and what would once have been looked upon as disreputable in the extreme was now regarded as legitimate.

This decadence had been very rapid during the era of the Ring rule, and many years would be required to neutralize the demoralization resulting therefrom. He had retained his integrity and manhood, and always should, if he never made any progress in his profession.

I left my old classmate more than ever disposed to question the prevailing belief that New York is the place for young professional men to come to in order to achieve success and distinction. Had he settled in some provincial city or growing village, taken the lamented Horace Greeley's advice and "gone West," he might now be receiving a substantial income, and enjoying the satisfaction which even moderate success brings.

It is undeniably true that all the professions are here crowded, and very much so. Ambitious students all over the country set their faces toward New York as a common Mecca. They think that if they can once get here and obtain a start, their road will lead straight to honor and affluence. They hear that A has received twenty thousand

dollars for conducting a single law case, that B is paid ten thousand dollars annually for managing a newspaper, and that C is accustomed to charge twenty-five dollars for every medical visit made; and so the tide of ambitious professional young men pouring in on New York is yearly growing larger, and the number living on the ragged edge of despondency increases.

PEARLS.

Pearls are among the most delicate and unsatisfactory of gems. Even the acids and other materials of the perspiration in certain persons will change them and greatly decrease their brilliancy. Formerly they used to be cleaned by making pigeons swallow them, but it was found by Redi that, after twenty-four hours of such treatment, they lost one-third their weight. Mme. de Barre, in her "Gems and Jewels," says that the discoloration of pearls may be prevented by keeping them in magnesia powder, and the experiment is worth trying. The cause of the lovely iridescence of the pearl was among the ancients attributed to the deity that dwelt within it; but it is now known that the nature of the pearl's subsistence has nothing whatever to do with its color. If we take a wax cast of any pearl, we find the same sheen appearance on the wax; for it is due entirely to the shape of the surface, which, being finely corrugated, causes the rays of reflected light to "interfere." Glass, ruled or scratched with very fine lines, will produce the same effect.

To this day we are ignorant of the formation of pearls, though they are of the same substance and secreted by the same organs as the nautilus, or mother of pearl, which lines the interior surface of many shells. It is generally believed that the pearl deposit is formed around some foreign irritating substance for a nucleus, as a grain of sand; but, then, many pearls are without this foreign nucleus, and the practice of introducing pearl-provoking nuclei into the mollusk's shell does not seem to be attended with very certain or satisfactory results. This has, however, been measurably successful in certain cases. In the fine Chinese museum in the Louvre, there were exhibited, some time ago, a collection of some tiny Chinese gods all incrustated with pearl. The reflection was irresistible that the pearl-oyster must be very complaisant to adorn these fat, unsightly monsters with so regal a dress.

FOR THE CHILDREN'S SAKE.

How many plans are formed, labors endured, sacrifices made, "for the sake of the children?" Families change their residences; parents in middle life their habits; fathers strain their powers; and mothers deny themselves. There is one form in which the most valuable of all services may be rendered to the young ones—too often forgotten. Give them education. They may lose money, real estate may get out of their hands, but a trained mind goes through life, cannot be stolen, and is not convertible. Buy them books rather than delicacies, sweetmeats and costly toys. Give them good attractive reading, adapted to memory, taste and fancy. See that it is pure. Habituate them to find pleasure in reading, and in talking of what they read, rather than of persons. Make home happy to them in this way, and let them become informed, companionable and abundant in resources of pleasure and entertainment. Good schools, good books, and general reading matter—get them these, if they have to do without other things; and, to secure a right direction to educated minds give them by word and example good principles. Let them grow up with the idea that it is not needful to be rich, famous or influential, but that is essential to do what is right.

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CAVE-DWELLINGS IN ARIZONA.

In the bluffs of Beaver Creek, a small stream tributary to the Rio Verde, and about three miles distant in a northerly direction from Camp Verde, Arizona, are about fifty walled caves of various sizes, once the hiding-places of some prehistoric people, of whom the present Indian tribes of that locality have no knowledge or traditions. At this point the river makes a bend, the chord of which is, perhaps, an eighth-mile long. The walls are of a yellow, calcareous rock, and about 100 feet high. These caves are from five to twenty feet in depth. The mouths are closed by mason-work of stone and cement still in a good state of preservation. The larger caves are divided by wood and stone partitions and floors into numerous small apartments, where it would seem that this strange people passed years of doubt and fear, threatened by famine within, and by cruel persecution and torture from a besieging enemy without.

The lower caves are about ten feet from the bottom of the cliff, and may be entered with some difficulty by climbing the projecting points of the bluff. The larger one can be reached only by ladders, which have, at best, a precarious foothold on narrow ledges along which the explorer must feel his way with the utmost care, some thirty yards, at a height of forty and fifty feet, from which a careless step might precipitate him upon a mass of rocks below. A solid masonry wall, two feet thick, with a carved front about thirty feet wide, and fully as high, has been built on the natural floor of the cave, sixty feet above the stream at the foot of the cliff. The wall is bastioned, evidently to afford a flank defense, and has what appears to be a sentry-box of masonry protecting the single entrance at the centre and base of the wall. The top of a wall forms a parapet, rising three feet above the upper floor, and within four feet of the natural roof of the cave. Loopholes, which may have served either for observation or defense, occur at regular intervals at the base parapet.

Passing a narrow doorway at a right angle with the main wall, a small chamber is entered, from which a man-hole admitted us through the ceiling to an apartment of irregular, rectangular shape, about twelve feet square and seven feet high. The roof is of natural rock, as is most of the floor; that portion, however, of the latter which covers the lower apartment being of large, cotton-wood timbers covered with rushes of small brush, over which is a layer of cement. The timbers used in this and other rooms of the structure were cut with stone hatchets, and are evidently very ancient. From this cave are two exits, besides the one referred to; one on either side, through which one crawls on hands and knees to larger rooms of various sizes, honeycombed in this wall behind, which protects three irregular tiers of cells, nearly all dark, and the roofs, without exception, are blackened by smoke.

A deposit of bat-lime covers the floors to a depth of ten or twelve inches. Digging through this, many fragments of pottery were unearthed, which subsequent comparison proved to be identical in material and workmanship with that found later in old ruins of Tonto Basin and elsewhere in Arizona, as well as with the pottery still manufactured by the Moquis and Zunis.

Directly above the caves, and on nearly every commanding point near Beaver Creek and the Rio Verde, are ruins of stone dwellings without cement, and of such materials as could be adapted without cutting to the rough walls, which appear to have been a protection from the arrows of their foes rather than from the weather. No evidence exists that these or other dwellings in Arizona had been roofed, though it would seem that the people who occupied them must have had some protection against the scorching rays of an almost tropical sun.

That these were the dwellings of the cave people in peaceful times is quite certain, and that their occupants were to some extent agricultural is shown by the many irrigating ditches and canals (called by the Mexicans *acequias*) found in the vicinity of this and other of the "pueblos viejos" in many parts of Arizona and New Mexico.

A FEW HINTS FOR AMATEURS.

Persons are often at a loss to know how to frame a small picture, a few sea-weeds, dried flowers, etc., not wishing to be at much expense about it, and yet desiring to render it effective and ornamental. First take a dinner or dessert plate of white china, choosing one with a smooth centre, and arrange the sea-weed or flowers on it, gumming them in place if necessary. Or a very effective picture may be made by transferring an engraving to the bottom of the plate by means of white varnish. Let the varnish be almost dry, and then lay the picture on it face down. Rub it thoroughly, so as to make it adhere, then let it dry well. Next moisten the paper, and when soaked enough press a towel on it to absorb the superfluous moisture, and then begin to rub very carefully with the forefinger until all the paper gradually rolls off, leaving the engraving upon the varnished surface. Be very cautious when you come near this, or you will rub it off too. When the picture is plainly visible, give it a coat of the white varnish, which will both fix it and render it more distinct. The next thing will be to give it a velvet frame by gumming a strip of bias velvet around the flaring edge of the plate; let the velvet reach down to the round flat bottom, and let it turn over the edge. Here you will have a picture with a recess velvet frame, and the whole may be placed in a round walnut or gilt one outside of the velvet.

A very pretty way to produce inlaid work, either for picture-frames or other pieces of fancy work, is to take two pieces of wood of the proper size, one being whitewood and the other dark walnut. Fasten them together so that they will not slip, and mark out a pattern for fret sawing. Then saw them both together, and you will have the portions cut out of the dark wood to fit into the spaces of the white, and vice versa. One will thus show white figures on a dark ground, and the other, dark on a light one.

BEAUTY IN DRESS.

Appropriateness is absolutely necessary to secure beauty in dress. Colors and forms and modes, in themselves beautiful, can become ungraceful and ridiculous, simply through inappropriateness. The most lovely bonnet that the most approved "modiste" can invent, if worn on the head of a coarse-faced woman, bearing a market basket on her arm, excites no emotion but that of the ridiculous. The second requisite to beauty in dress is the unity of effect. As in every apartment, so in every toilet, there should be one ground tone or dominant color, which should rule all the others, and there should be a style of idea to which everything should be subjected. We may illustrate the effect of this principle in a very familiar case. It is generally conceded that the majority of women look better in mourning than they do in their ordinary apparel; a comparatively plain person looks almost handsome in simple black. Now, why is this? Simply because mourning requires a severe uniformity of colors and objects which go to make up the ordinary female costume, and which very few women have such skill in using as to produce really beautiful effects.

Envy is that severely just vice, which never fails to punish itself. BARROW.

A man that is young in years, may be old in hours, if he have lost no time. BACON.

Truth is as impossible to be soiled by any outward touch, as the sunbeam. MILTON

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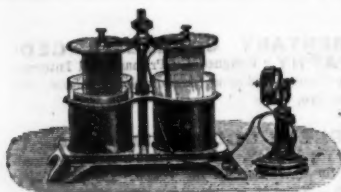
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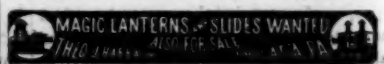
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EDITORIAL CORRESPONDENCE.

WATKINS, JULY 25, 1876.

The Association of the New York State Teachers is here in session; about 300 teachers are present. Of course about three-fourths are females. The President is Prof. Noah T. Clarke. The address of welcome was made by Levi Gano, Esq., of Watkins, to which Mr. Clarke made an excellent reply. The first thing was a talk on deaf mute articulation by Mrs. Kelsey of Aurora, for which thanks were voted. The next was a report on History in the Schools by John J. Anderson, the noted writer of historical books. This report met with great favor. Next a report on drawing by Mrs. Mary D. Hicks of Syracuse. This was a valuable paper, although read with too great rapidity. It was discussed by Dr. Armstrong, who said that it was desirable to impress the minds of the people with the fact that drawing was one of the most useful of the common school studies.

In the afternoon the Convention divided into three sections; one on matters relation to the common school, another to colleges, the last to Normal schools. In the former one of the most interesting discussions sprung up concerning the "Pressing necessities of the Schools," the faults visible, the causes of the slow progress and the need of concerted action. This brought up many speakers—Major Stowits, Prof. Allen, Mr. Kellogg, Messrs Lusk, Carey, Barker, and Prof. DeGraff speaking. The question on every lip was "What is the remedy for the wretched condition of the country schools." Mr. Kellogg in reply gave an outline for a plan for having County Boards of Education appointed by the Governor of the State. The County Superintendent to be the executive officer, the Board to have its own funds separate, to appoint the trustees and employ the teachers. This met with marked approval.

In the Normal Section an object-lesson was given by Miss Mary J. Brown of Oswego Normal School, on the "Duck," followed by a criticism by Prof. Sheldon. Prest. Hunter read a paper on "The extent of scholarship requisite as a foundation for Normal Training." I did not hear this paper, which I regret, but I am informed by those present that it was ably written, most felicitously expressed, and a real addition to the stock of educational information.

The Book Agents made an excellent display. Maps, books and charts are now in tasteful style. At the close of the afternoon session a charming excursion

was had on Cayuga Lake. In the evening the convention assembled again, and were entertained with some fine organ music by Mr. Baker of Buffalo. Prof. Shackford of Cornell University delivered a most interesting address on "Common Sense in Education." It was a strong, nervous, clear exposition of the ministry of common sense. On Thursday morning, Dr. Meares of Hamilton College delivered an address which will long be remembered, and which we shall present to the readers of the *JOURNAL*, if possible, in the next number. Prof. Hoose then read a paper on Oral, Lecture and Text-Book Instruction, comparing them. It was filled with suggestive ideas for experienced teachers.

Prof. DeGraff read a paper on "School Supervision," and although a great many teachers have tried their hands on this subject, this is probably the most trenchant, spirited and practical that has ever been presented. He was not afraid to say that the supervision by the Commissioners was a failure, and that the country public schools are in a worse condition than they were before the great movement began whose result is seen in the fine graded schools of the cities of the State. After the reading of this vigorous paper was concluded, Mr. Kellogg offered this resolution: Resolved that a committee of five be appointed to memorialize the Legislature in behalf of the appointment of County Boards of Education in accordance with the recommendation of the paper just read. This resolution was, after a brief debate, adopted. The Convention in the afternoon visited the celebrated

"WATKINS GLEN."

We suppose many of our readers have not seen this truly wonderful aspect of nature. It is a chasm in the high hill on the west side of the town, and this chasm is deep, dark and exceedingly romantic. Stairs, platforms, ledges of rocks were seen filled with the teachers, winding among the trees, pausing under the cascades.

THE BOOK AGENTS

were out in full force. Brown, genial, indomitable and friendly, representing D. Appleton & Co., in conjunction with Mr. Hayes. Leach, grave in demeanor, but light and juicy of heart represented R. S. Davis & Co. Loomis, growing venerable in appearance, but just as earnest and courteous to all represented Iverson Blakeman, Taylor & Co. Bardeen, thoughtful, delightful to know, sincere and just, took care of Clark & Maynard's interest. Ainsworth, quick at repartee, youthful to look at, but doubtless old as to head, represented A. S. Barnes & Co. Scribner & Co. sent up its best general, the far-seeing Sinclair. D. C. Heath watched over the enlarging interests of Ginn Brothers. P. B. Hulse, whose shadow is not growing less attended to the publications of Harper Brothers, and E. Danforth gave unremitting attention to the Olney series, published by Sheldon & Co. Cowperthwait & Co. had W. H. Whitney on the ground. The valuable books published by these houses are no small part of the means by which the education of the children is carried on.

RESULTS

It will be asked what will be the result of this convention. In reply it may be said, generally, nothing. Such a reply need not discourage, however. It is to be doubted whether all of the gatherings have had any direct effect upon the schools. Some teachers have gone away brighter and stronger, and then indirectly the schools have been helped. But the papers that have been presented have, in most instances, been theoretical, dull, and without leverage on the educational interests. Meanwhile the country schools having been going backward. Probably not a dozen genuine country school teachers were at the Association. The real

progress of the schools has been effected by the sturdy common sense of the intelligent School Boards of the cities and large towns. This year there was no clap-trap, and it is to be hoped that the gas, the educational, gas has finally escaped. In the oil regions the escaping gas makes a good deal of noise, and persons run and look on and cry wonderful. The wells that yield oil have to be pumped, and although valuable do not attract much attention. It is to be hoped that the Association of the Teachers of the State of New York has arrived at this stage at last.

OFFICERS.

There was no unseemly scramble for the offices this year as there generally has been. Supt. Edward Smith, a faithful laborer for more than twenty years, was elected President. Thomas Hunter, Esq., of this city, received a handsome vote, growing out of the favor caused by his excellent paper before the Normal School Section. James Cruikshank, who has been, against his own wish, kept in as Secretary for many years, at last determined to cut loose much against the desires of the Convention, Daniel J. Pratt who has served faithfully as Treasurer, also declined both his hard office again, and the nomination to the Presidency. Votes of thanks were passed for both.

ASPECTS.

There were several unfortunate features. First the sections were widely separated; many papers were made of platitudes, old things were turned and passed off as new; some things that have long since been rejected were presented anew. A proposition made by Dr. Mears (who by the way declined a nomination as President), is worthy of a trial. Namely, to have a permanent Committee or Council, some members of which are to be chosen each year, who shall act to the balance of the Convention, as the Senate does to the House of Representatives. It would be a permanent body in the midst of the change and disintegration that marks the Convention. The most important thing now is the organization of the new system of County Boards of Education. May the time not be far distant when these shall be in full and energetic action.

THE ERIE RAILROAD.

A large number of the teachers came by way of this friendly and well managed road. No one who once rides on it but will remember the smooth and firm track, the wide cars that make either sitting or sleeping so comfortable, and finally the civility of the employees. The teachers of the state remember the constant readiness of this road to give them low rates to and from the Association. In their names we tender hearty thanks to those officials who thus recognize the teachers of the state. The beautiful ride from New York to Elmira is pleasant at any time by this road, doubly so on this occasion on account of the coolness of the season that set in on Sunday last.

LEADING MINDS.

We should mention here perhaps the names of the leading educational people this year. Messrs Hoose, Sheldon, Allen, Mears, Cruikshank, Pratt, Anderson, Johnston, Barker, Armstrong, Clarke, Stowits, Danforth, DeGraff, Palmer, Hunter and Calkins. This is not a complete list, nor are the names arranged. They are given to let those absent know who were the leading spirits in the yearly convention. With this brief, hurried and incomplete sketch of the Association of 1876, we must close. The mail will soon go, and no polishing can be given. To all who gave us a kind and hearty greeting, and to those as well who are strangers to us and yet dear friends, because members of the great and good brotherhood of workmen in the educational field, we tender a hearty farewell.

A. M. K.

The Country Schools.

The past twenty-five years, has seen a remarkable change in the schools of the American cities and towns. The district system has been supplanted by "Union Schools," or "Graded Schools." Any one conversant with the condition of the schools before the period mentioned, is surprised at the progress that has been made. One of the chief results has been an education of the public mind—in a course parallel with that pursued in the schools. So that, there is an almost entire satisfaction with the methods employed, and with the expenditure that has been necessary.

The schools of the country have, however, been standing still. They are scarcely improved at all. The buildings are somewhat better in some localities, it is true, but the teaching is defective in earnestness, skill or method. The same old custom of hiring cheap teachers prevails all over the States. Nearly 200,000 teachers are hired at sums ranging from 50 cents to one dollar per day. A man holds sway in the winter, and a woman in the summer. The young man who taught last winter is now in a grocery store, or in a lawyer's office. So that, there is an eternal tramp through the school-rooms of teachers who are there for one term and no more. What can be done for education by these unprepared, unretired, make-shift people? The well-to-do farmers send their children away from home to be educated, and are thus taught to despise the schools of their vicinity. They pay enough in one year for the tuition of one child, to sustain the school in their vicinity for a whole year. This is but a brief statement of one of the serious defects in our educational system.

The "Country-School Problem" is, therefore, one that necessarily attracts the attention of those who see these wonderful advances on one side and as stubborn backwardness on the other. There have been no small number of processes proposed, to remove the difficulties that stand in the way of progress. Nearly all agree that low wages and poor teaching, are cause and effect. And, that good teaching and consequent interest in schools, would give better pay. But no army of good teachers exists that will work for one quarter of its just pay, for the sake of improving the schools. Let us see what is the case of the low pay and lack of interest. It is plainly the vicious district system. The annihilation of this in the towns, and the substitution of a board of active and competent men has been one of the causes of the manifest progress seen here. There are eight things needful. Let us consider a single county. (1) For this county the Governor of the state should appoint about fifteen of the most earnest, public-spirited and intelligent men, as a "County Board of Education" to serve without salary for five years, three to go out of office each year. (2) This "County Board" should appoint a County Superintendent (two if needed) with a suitable salary to visit the schools and report their condition. (3) The meetings of the "County Board" should be held each month at least, to hear the Superintendent's report and transact business. (4) A certain sum should be set apart by law in proportion to the number of children—say \$5.00 for every child of school age per year. (5) This sum should be subject to the drafts of the "County Board," without any contingency whatever. (6) The "County Board" should appoint in each district, three Trustees. (7) It should consolidate or divide districts, as seemed most convenient for school purposes. (8) It should appoint the teachers, fix and pay

the salaries. It should report annually to the State Superintendent.—This system would in two years, more than double the value of the country schools. Teachers would be permanent, be better paid, and above all, there would be some one to whom the Teachers and Superintendents would feel responsible. The mandate of the Governor would call out a body of devoted, true hearted, patriotic and earnest men, who would spare no pains to elevate the standing of the schools.

AMONG THE TEACHER'S, No. IV, BY ONE OF THEM.

Startling events occur in the school-room at times, that make deep and lasting impressions upon the teacher as well as the pupil. I can recall many of these events as I look back over the years I have been at work. The past has left a very powerful mark upon me. I am unable to shake off either the clouds, or the sunshine. I am conscious to-day of being much influenced by my past labors in the school-room, not as to my judgment, but as to sensibility. I feel yet tingling in my nerves, the delights and the sorrows growing out of my school-room experience. Sometimes the affairs of a household become more tragic than anything that transpires on the stage; and so too the teacher and pupil under some circumstances, present a wonderful aspect as they stand under the illumination that is caused by a full disclosure of their relations.

About twenty years ago, I was an assistant in a large school of over three hundred pupils, about half of whom were young ladies from sixteen to twenty years of age. Among these was Marion G., the daughter of a clergyman, living in a town nearly one hundred miles distant. By extraordinary exertions this eldest daughter of a large family, had been fitted out to attend the school. It was her first year away from home, and great expectations had been founded on the good it would be to her. A part of her wardrobe had been kindly given by a friend of the family. Marion came plainly but neatly attired in a drab dress. She was eighteen years of age of graceful form, with hair light brown, and a flush on her cheeks. She was not handsome but she certainly was an intelligent and attractive young woman. She was assigned to a boarding house, where with three other young ladies she occupied a large front room. Upon examination she appeared to be well-informed, and was accordingly assigned to a class studying Algebra, History, Arithmetic, Grammar, Reading, Writing, and Literature. I heard her recite in Mathematics and was prepossessed with her activity attention and evident intelligence. I then recorded the results of the recitation in my book on a scale of ten. For a series of weeks she never went below nine, and generally she took the maximum standing.

Every teacher knows that there will be some pupils in the school who have matured judgments, and become thus capable of giving advice on knotty points. The teacher turns frequently to these, to know the scholar's views of rules and regulations. What the public sentiment of a school is, may be ascertained in a few moments by consulting these pupils, who stand in their places, as in the outside world certain men stand as "leading citizens." The office they hold is not of their own seeking. The scholars insensibly defer to them, recognizing their ability to occupy the place. In the school, at the time referred to, was a young lady named Hannah Thursby, and to her I often resorted to know what the scholars thought of regulations concerning the teaching of music which included all of the pupils, and was a novel movement in those days. She seemed to know about all of the lady scholars, and could give correct information on nearly all

points as to their general behavior, their friends, their purposes and also many shrewd guesses as to their intellectual abilities. Hannah boarded at the same house with Marion, and consequently knew her well. In conversing with her one day I remarked that Marion was exceedingly admirably in her studies, Hannah rejoined that she was certainly smart but that she had an inordinate love of dress, and then related how often she had said that when she had plenty of money, she would buy this dress and that. A common wish with her was, that she wanted "a green silk dress that would stand alone," and that she meant to have it. I was interested and set to thinking by these revelations. Marion sat before me day after day, in a plain drab dress of some serviceable material, her hair combed back plainly away from her brows, reciting well in Algebra and Arithmetic, and yet her ambition was to dress like those that lived in king's palaces. I was led to think that the human heart is a strong enigma.

Time passed quietly away, when I was sitting in the recitation-room one morning before school had opened, I heard the quick and active step of a pupil in the passage-way. The door opened and Hannah entered, and coming to my desk said, "Mr. B.—I had all my money stolen from me last night." Upon inquiring it appeared, that her father had sent her a draft a day or two before, that she had drawn it in four five dollar gold pieces, had shown them to her room-mates; had put them in her purse, and that into her pocket. She remembered how the heavy gold struck against the wall, when she hung up her dress for the night on retiring. In the morning, when she felt for the purse, in order to take it down to breakfast, to pay for her board there was no purse or money to be found. After some inquiries it was decided that I should go down to her boardinghouse and investigate the matter. It was found that the girls never bolted the room door, and that, therefore, the money might have been taken by the servants. The police were summoned and the matter was placed in their hands. At my suggestion all of the girls who boarded at this house, came to my room at recess and I charged them not to mention the matter to any one so that it was only known to them, the Principal and myself. Days went by and no clue was reached. Meanwhile Hannah was in direful straits to pay her board-bill, from which she was finally relieved by a further remittance from home. After about two weeks had passed, we were all assembled in the chapel for devotions one morning. (It was permitted to pupils to come in during these exercises because they passed very noiselessly to their seats). The Principal was offering a very earnest prayer, in behalf of the students, when we were all conscious of a pupil's passing over the floor and between the desks, with a new silk dress on; the peculiar scream or whistle of new silk penetrated to every corner of the room, so when we lifted our heads we naturally looked to see who it was. At her seat Marion sat in a beautiful green silk dress, and it was plain she was the one. The classes soon went out, and her class was second in order. The silk dress rustled noisily against the desks again announcing its value. With out discribing all the phenomena of the next few days, I will add that the manner of Marion began to attract our attention. She failed steadily at her recitations, so that I was startled to see on my record book instead of *nines* and *tens* ominous *fives* and *fours*. At a meeting of the teachers a lady remarked to her neighbor, "What is the matter with your favorite Marion? She is falling behind in Grammar." Who is that, "I asked somewhat startled? "Marion G.," was the answer. A comparison of records showed the fact that for several days, her scholarship record had gone down more than fifty per cent. We all wondered at the cause.

The police reported that they could find

no trace to the stolen money, and it was feared that the thieves would go unfound. At this time Miss H., the teacher of elocution was informed of the state of things. She was a woman of fine intellectual abilities, and took an active interest in the matter. She sent for Hannah and inquired whence Marion had received her dress. "Her uncle sent it to her; a boy brought it to the house." "Did it come by express?" "No a friend was passing through the town and left it." This did not seem unlikely, so she was dismissed with the request that she bring a price of the dress. This being furnished, Miss H. visited the various stores, and soon found some like it. The clerk said, upon inquiring, that he had sold a dress pattern to a young lady, and that she paid for it in five dollar gold pieces. Further inquiring disclosed the place where it was made, the dressmaker saying the young lady had refused to give her name. It was delivered at a certain store; and on going there it was found a young lady had been there, and engaged a boy to deliver it.

The boy and clerk were asked to sit in the library of the school one day, and then Miss H., invited several of the girls to meet her there, among whom was Marion G. After their departure, it appeared that she was the buyer of the silk; and then it was apparent she was the taker of the money also.

The Principal undertook the task of charging this upon her. She indignantly denied that she had stolen the money; when questioned about her dress, she told the story of her uncle's sending it there. Upon this the Principal unfolded the facts that had been elicited, and when she saw that the chain of evidence was complete, she broke into wild sobs of despair. She was asked about her parents. "O what will my father do! It will kill him. He will die when he knows about it."

A telegraph was sent to her father, who came and listened to the sad story. She was quickly removed to her home, before the police should hear of it and procure an arrest. The silk dress was left in the possession of the Principal to be sold, and the money given to the poor, while the heart-broken father in a few days remitted from his scanty earnings, the amount his daughter had stolen to buy it.

Book Notices.

A series of First Lessons in Greek, adapted to Goodwin's Greek Grammar, By John Williams White, A. M. Published by Ginn Brothers, Boston.

We have several times reviewed the publications of this firm, in the pages of the *Journal*, and every time with feelings of pleasure because of their excellence. A text book to be of value, must be fitted to the place for which it is designed. Hundreds of text books are published, that lie dead on the shelves of the unlucky printer, who undertook the task. There are so many schools, their wants are so pressing that a really good book will meet with favor. Yet we find a vast number in use, that teachers have no affection for; and the pupil when he has finished one, does not feel any regard for it as toward a friend. The great reason is, that one set of men feel themselves called upon to write books. They do not know their business at all. We be to those publishers who get the wrong parties to act as judges, on the bulky manuscripts sent in! A publisher needs to have good judgment at his elbow, because he does not know the wants of the school-room. It may be thought that no improvement can be made in teaching Greek; but instruction; in this no language requires the best abilities, and the highest skill. This author says "we should teach Greek, as far as the changed conditions will allow us the natural way in which in adult years we learn to speak a modern language" In

accordance with this plan, a series of exercises is placed before the pupil, of a very simple nature at first, which requires translation from Greek into English, and the reverse. The first are but propositions. "He writes." "They send," &c. The difficulties gradually increase, until one hundred pages on we read. "They show the soldiers the tracks of the horses." A vocabulary is found at the end; the text is clear and plain; the book is neatly printed; and the hand of thorough acquaintance with Greek is everywhere seen. It will be a capital volume to put into the hands of boys and girls, who are just beginning their study of this interesting language.

THE FATHER'S STORY OF CHARLEY ROSS, THE KIDNAPPED CHILD. John E. Potter, Philadelphia.

We have advance sheets of this book before us. It contains portraits of Charley and his brother Walter, view of his home, etc., with fac-similes of the letters received from the abductors. We need not add the volume will prove the most interesting published for many years. It is a simple recital of facts, and they are sad enough.

THE SCIENCE OF ARITHMETIC, by Edward Olney, Sheldon & Company, New York

There are several higher arithmetics now before the public, and this one will be considered an acquisition in fact, as well as an addition to the number. Prof. Olney has a special fitness to prepare text-books on mathematical science. Besides understanding the subject he has an enthusiasm for rendering the subject clear as daylight to another mind. He has all of the remarkable fertility of illustration that Prof. Robinson possessed, and which rendered the "Robinson Series" so popular. To teach mathematics well, requires a man to be something more than a mathematician. To see clearly is the key to mathematics. Let a young person with a well-trained mind open the Geometry, he can almost read it as well as he can history. The defect about teaching it is to consider it to be suited for the memory only. There are some studies that address the remembering faculties only, but it is not the case with mathematics. In every case the pupil must see the steps and see the result. We venture to affirm that more than nine-tenths of the students now poring over mathematics are doing it in a wrong manner, with results of the most meager kind. No wonder the ceremony of burning "Conic Sections" is such a popular one at Trinity College. It is a symbol of the hatred that exists after the student has been dragged upon the sharp edges of the "Sections" for weary months.

It may be repeated that no good can come if the pupil does not clearly understand. It is a science for the reason and not for the memory. Any treatise that pertains to this branch of study should make its chief aim to cause the various changes to be perfectly clear. For operations in mathematics are very much like the cat's cradle which children play; they are endless changes in form with equal values or changes arising from using varying quantities.

Prof. Olney has grouped the treatise under Notation, Reduction, Combination, Resolution, Properties and Comparison of Numbers; Business Arithmetic and, last, Problems. Each of these divisions is followed by a synopsis which for the purposes of review is invaluable. The definitions are plainly stated no more used than needed and plainly printed. Although it is not stated let teachers who use this book not follow that horrible custom of beginning and having "everything learned as you go along." When a definition is needed have it committed and not before. Hence the introduction which contains eighteen definitions is not to be learned before proceeding farther, for here, as in most books, they are placed at the beginning for convenience sake and no other. The definitions of Axiom, Problem, &c., ought to be fixed in a pupil's mind so that the definition would be

easy when he undertakes Geometry, Algebra, &c.

The various divisions are treated by Prof. Olney in a very clear and brief manner. It is a peculiarity with him to say just as little as possible, to illustrate rather than demonstrate. The subjects of Percentage, Discount, Life Insurance, &c., are well treated, and the whole volume is well put together. It is a most valuable addition to our mathematical books for schools, and is recommended to the teachers with confidence.

A BEAUTIFUL SENTIMENT.

Let the woman you look upon be wise or vain beautiful or holy, she has but one thing she can give or refuse, that is her heart. Her beauty, her wit she may sell you, but her love is the treasure without money and without price. She can only ask in return that when you look upon her your eyes shall speak a mute devotion; when you address her your voice shall be gentle and kind. That you shall not despise her because she cannot all at once understand your vigorous thoughts and ambitious plans, for when misfortune and evil have defeated your greatest purpose her love remains to console you. You look upon the tree of strength and grandeur; do not despise the flowers because their fragrance is all they have to give. Remember, love is the only thing that a woman can give, and it is only thing which God permits her to carry beyond the grave.—*Daily*.

THE PLANETS.

Prof. Proctor thinks other worlds than this are inhabited, the conclusion being that of inner planets—Mercury, Venus, the earth and Mars—our planet only is in condition to be inhabited by beings like dwellers upon the earth. On some of the satellites of Jupiter and Saturn there might possibly be conditions of light and heat suitable for beings organized like mankind. Also that possibly all other worlds were, like ours, formed by the Creator with the design of being inhabited at some period. Our world, which has been in existence millions of years, has been inhabited but a short period, comparatively, and it was possible that in time it would be worn or wasted, or frozen out, so as to be no longer habitable. So other worlds, not habitable now, might undergo changes, as the ages go by, which would make them so.

THE AVERAGE PARLOR.

THERE are parlors belonging to rich men who are the sons of rich men, who have been educated carefully, and who have traveled and seen all that there is to be seen of splendid and beautiful, and yet, though their rooms are full of the external evidences of wealth and travel, the things seem unhappy; the colors all "swear at one another," as the French artistic slang has it; the chairs and tables, like people too early at a country party, are waiting for an introduction, and the taste, if taste it may be called, in the pictures and bric-a-brac, is so discordant, that if the owner really likes one half of them we cannot understand how he should be able to tolerate the other. Of course, it is not fair always to judge the owner of one of these multifarious drawing-rooms by what he puts forward as his own taste. In nine cases out of ten it is not his taste at all, but the taste of the town, and he has meekly put himself into the hands of the fashionable Furnisher. We might as well lay the charge of the theatrical, vulgar paraphernalia of a modern first class funeral at the door of the dead man upon whose unresisting body all these hideous "floral emblems" are piled. The fashionable Undertaker sits on him when dead, as the fashionable Furnisher sat on him when alive. We cannot judge his taste until he shows it; until he takes his house into his own hands, and makes it to his mind. It is to persuade people to do this that these papers are written, but the writer is not very

hopeful of persuading any but young people and those who have a natural independence. Rich people are for the most part so bullied by their money, they don't dare do what they would like. And people who are well on in life do not, as a rule, take enough interest in the subject. They find the old shoes easier to the feet.—CLARENCE COOK; *Scribner for January*.

A CHILD'S FANCY.

I KNEW a little girl who spent a winter with two maiden ladies, and who had been presented by one of them with a paper doll, gorgeously arrayed. She named it Marquis, and at once assigned to that nobleman the heart and hand of her young hostess. He was thenceforth always treated with the respect due to the head of the house: a chair and plate was assigned him at table, though, for reasons of practical convenience, he usually sat in the plate. "Good-morning" must always be said to him. The best of everything must be offered to him, or else Lizzie was much hurt, and the family were charged with discourteous neglect. Indeed she always chose to take the tone that he did not receive quite the consideration to which his rank and services entitled him; and when she first awoke in the morning, she would give reproving lectures to his supposed spouse. "He does everything for you," the child would say to his lady; "he earns money, and buys you all that you have; shovels your paths for you"—this being perhaps on a snowy morning when the process was audible—"and yet you do not remember all his kindness." The whole assumed relationship was treated as an absolute reality, and the lively farce lasted, with undiminished spirit, during the whole of a New England winter.—COL. HIGGINSON; *Scribner for January*.

GRIMM ON THE ENGLISH TONGUE.

THIS eminent German philologist says that the English language has a veritable power of expression such as, perhaps never stood at the command of any other language of men. Its highly spiritual genius, and wonderful happy development and condition, have been the result of a surprisingly intimate union of the two noblest languages in modern Europe, the Teutonic and the Romance. It is well known in what relation these two stand to one another in the English language, which by no mere accident has produced and upborn the greatest and most predominant poet of modern times, as distinguished from the ancient classical poetry—I can, of course, only mean Shakespeare—may, with all right, be called a world language, and, like the English people, appears destined hereafter to prevail with a sway more extensive even than at present, over all the portions of the globe.

LOSING A BUTTON.

Walter Scott tells a story of a boy who was with him in school, who always stood at the head of his class. It was the custom of the scholars to change places in their classes according to failure or success in recitation; but though Walter was number two, he could not get to head, because this boy never missed. But Walter noticed that he had a habit, when puzzled by a hard question, of twirling a button on his jacket, and this seemed to help him think out a right answer.

Walter, more through mischief than any worse motive, cut off the button slyly one day, to see if it would make any difference. The lesson was a spelling lesson, and several boys at the foot missed a hard word. It came around to head. The boy instinctively put his hand to the button. It was gone. He looked down to find it, grew confused, missed the word, and Walter went above him. The boy never got to the head again, seemed to loose his ambition, settled down into a second-rate scholar, and never accom-

plished much, in his life. Walter Scott declared that he often suffered sharp remorse at the thought that he possibly spoiled the boy for school and for life by cutting off the button that had done such good service.

HOW I MANAGED MY CHILDREN.

WE never allowed a child to be punished by any one but ourselves. I gave my servants to understand, when I engaged them, that instant dismissal would follow a blow given to any of the children. The necessity for making such a rule like this may be known by any one who cares to watch the conduct of most respectable-looking nurses, maids to their young charges in any of our large towns. We ourselves never whipped a child for any less offence than deceit, or telling a lie. It seems to me such a wrong thing to be constantly boxing a child's ears the punishment being oftener called forth by the parent's bad temper than the child's offence. We tried to teach them, too, that they were not to expect to have a share in everything they saw. What was the good for them they had without asking; and what was not good for them would not be obtained by importunity. Our children were constantly healthy, though not robust, and I soon learned not to make them delicate by overcare. They were warmly clad and well shod; they had plenty of plain, wholesome food at regular hours; they were liberally bathed in cold water (excepting in severe weather, when the little ones had the chill just taken off); their rooms, though warm and free from draughts, were well ventilated, and then they took their chance. They went out every day when it was at all possible to do so. I took no pains to shield them from every breeze or every variation of temperature, and I think we were as free from coughs and colds as most people. During the first five or six years of our married life we had a good lengthy doctor's bill every Christmas; then we began to think we might just as well be without it, and certainly the change was as advantageous to the health of the children as it was to our pockets. It is not good to be always dosing the children with medicine. If they are not strong, let them have plenty of good air, good food, and good water; and these, with judgment and care, will in nine cases out of ten bring them all right. If more is required, a little simple medicine taken in good time will very likely prevent greater mischief. When a woman has had three or four children, she ought to have acquired sufficient experience to act as a doctor for her own family; and she will soon be able to tell when they are only a little out of sorts, and when really ill. Of course, I am not speaking of cases of severe illness, but of the little ailments to which every child is liable.—*Cassell's Magazine*.

NOUNS OF MULTITUDE.

A little girl was near the picture of a number of ships, when she exclaimed, "See, what a flock of ships!" We corrected her by saying that a flock of ships were called a *fleet*, and a fleet of sheep were called a *flock*. And here we may add, for the benefit of the foreigner who is mastering the intricacies of language, in respect to nouns of multitude, that a flock of girls is called a *bevy*, and a bevy of wolves is called a *pack*, and a pack of thieves is called a *gang*, and a gang of angels is called a *host*, and a host of porpoises is called a *shoal*, and a shoal of buffaloes is called a *troop*, and a troop of part-ridges is called a *covey*, and a covey of beauties is called a *galaxy*, and a galaxy of ruffians is called a *horde*, and a horde of rubbish is called a *heap*, and a heap of oxen is called a *drove*, and a drove of blackguards is called a *mob*, and a mob of whales is called a *school*, and a school of worshippers is called a *congregation*, and a congregation of engineers is called a *corps*, and a corps of

obbers is called a *band*, and a band of locusts is called a *swarm*, and a swarm of people is called a *crowd*, and a crowd of gentle folks is called the *elite*, and the elite of the city's thieves and rascals are called *roughs*, and a miscellaneous crowd of city folks is called *community*, or the *public*, according as they are spoken of as the religious community or the secular public.—"Pitman's Phonographic Magazine."

Don't you know, there is nothing so foolish as the follies of genius; nothing so weak as the weakness of the wise. CUMBERLAND.

The three great ends which a statesman ought to propose to himself, in the government of a nation, are:—1. Security to possessions; 2. Facility to acquirers; and 3. Hope to all. Co

Language and thought are inseparable. Words without thought are dead sounds; thought without words are nothing. To think is to speak low; to speak is to think aloud. The word is the thought incarnate. MAX MULLER.

I seem to have been only like a child, playing on the sea-shore, and diverted in now and then finding a smothered pebble, or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me. SIR ISAAC NEWTON

A man that depends on the riches and honors of this world, forgetting God and the welfare of his soul, is like a little child that holds a fair apple in the hand, of agreeable exterior, promising goodness, but within 'tis rotten and full of worms. LUTHER.

Perfect beauty, like the purest water, must have no peculiarity. WINKELMANN.

The sublime and the graceful, may be regarded as the opposite points, in the chain of sensations which is denoted by the beautiful. MULLER.

Anger is like the waves of a troubled sea, when it is corrected with a soft reply, as with a little strand, it retires and leaves nothing behind but froth and shells, no permanent mischief. JEREMY TAYLOR.

During the peace of Amiens, a committee of English gentlemen went to Paris, for the purpose of undertaking to the French with the Bible, in their own language. Of this committee Mr. H—— was one, and he assured me that the fact which was published was literally true,—that they searched Paris for several days before a single Bible could be found. SILLIMAN.

To draw the picture of an age is to write a chapter of the universal history of mankind; and what is this, but to recompose a canto of that most sacred epic or dramatic poem, of which God is the poet, humanity the hero, and the historian the prophetic interpreter. BUNSEN.

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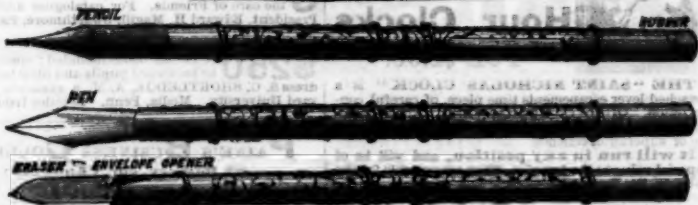
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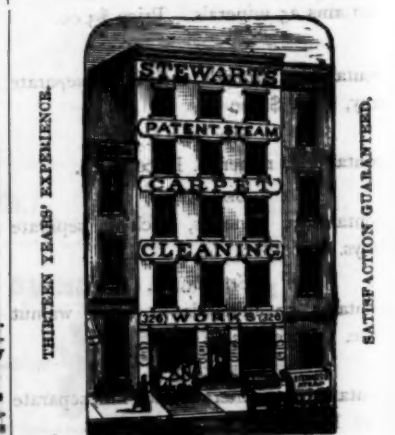
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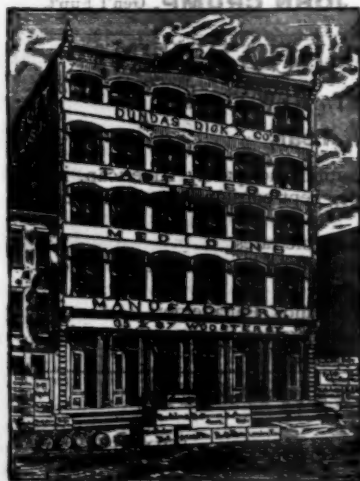
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